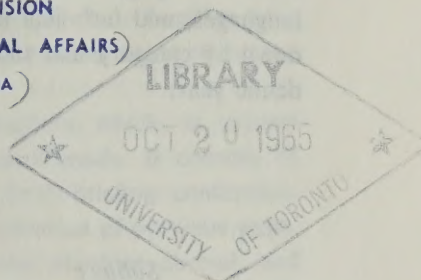


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## *Canadian Technical and Educational Assistance*

TEACHER, UNIVERSITY AND ADVISER PROGRAMMES

### **Teacher Programme**

Before 1960, only a small number of teachers were assigned abroad under the Canadian Government's aid programmes. That year, however, marked the beginning of the current comprehensive plan through which teachers and teacher trainers at the secondary level, as well as teacher trainers at the primary level, are provided to developing countries. The increasing number of requests for teachers received from the governments of these countries is a reflection of the greater priority they give to the expansion and improvement of their educational facilities in the light of the critical importance to economic growth of adequate supplies of trained manpower. The following table illustrates the growth of the programme since its inception:

Table "A"

Teachers Serving Abroad by Academic Year

1960-61	—	16	1963-64	—	158
1961-62	—	43	1964-65	—	261
1962-63	—	119	1965-66	—	450 (estimate)

The ultimate objective of educational assistance, including the Teacher Programme, is to help the developing countries strengthen their economies to the point where they will be able to meet their requirements from their own resources. Consequently, priority is given to meeting requests for highly-qualified teachers and teacher trainers with considerable experience for key positions where they can make the maximum contribution to the local educational system. Teachers of academic subjects must have a number of years of professional experience, university degrees and teaching certificates; vocational teachers must have specialist certificates from their respective provinces. Also, Canada has made every effort to meet requests for teachers and teacher trainers of subjects that have a



close bearing on economic and social development, such as mathematics, science, languages, and technical and commercial subjects. Table "B" provides a breakdown by category and subject of the teachers overseas during the 1964-65 academic year:

*Table "B"*

<i>Subject</i>	<i>Teachers</i>	<i>Teacher Trainers</i>	<i>Total</i>
Science/Mathematics	76	34	110
Languages	51	27	78
Technical Subjects	18	6	24
Others	11	38	49
Totals	156	105	261

The time-table of operations of the Teacher Programme is determined in large measure by the fact that the Canadian academic year begins in September, and the planning of each year's programme must begin at least one year in advance. Operations follow through a number of stages, beginning with the receipt of requests from the developing countries and the recruiting of candidates, followed by the nomination, briefing, and fielding of those selected. The governments of the developing countries are asked to submit their requests in early November for Canadian teachers for the subsequent academic year. In this connection, it should be emphasized that the basic responsibility for determining priorities rests with the recipient governments, which are asked to indicate clearly the nature of the assignment, including the duties to be performed and the qualifications required. This information is essential if Canada is to be able to choose the most suitable teachers to meet the requests received.

At the same time, the External Aid Office undertakes the preliminary stages in the recruiting of teachers. A roster of qualified candidates is maintained on the basis of applications submitted throughout the year. In addition, advertisements are placed in the major newspapers across the country as well as in teachers' publications. All applications received from teachers are carefully assessed and the dossiers of those who appear to have the necessary qualifications are sent to the provincial departments of education, which, since 1962, have assisted in the selection of teachers by establishing interview panels to carry out a preliminary screening of candidates. In this way, the External Aid Office obtains the benefit of the professional expertise of the provincial departments, and this has contributed to a significant degree to the success of the Teacher Programme. In 1964, a conference was held in Ottawa to brief the chairmen of the interview panels on recent developments in the aid programmes and provide an opportunity for the provincial authorities and officials of the External Aid Office to exchange views on objectives and operations.

After the completion of the interviews, the provinces return to the External Aid Office the dossiers of the applicants, with their recommendations. These are studied in the light of the specific requests which by this time have been received. At this stage, particular individuals are nominated to those positions in the de-



veloping countries which it has been decided Canada should attempt to fill. Firm offers of employment are made to teachers after they and their families have passed a medical examination and their nominations have been accepted by the host governments.

The next stage of operations is the briefing of teachers, which, in various forms, extends up to the time of their departure from Canada. It consists of reading and correspondence, special courses and a final briefing conference. Teachers are provided with information gained in the operation of previous years' programmes, reports received from Canadian diplomatic missions abroad, and excerpts from the reports of Canadian teachers already on assignment. In addition, new teachers are asked to write to their colleagues overseas and to the principals of the schools to which they have been assigned to obtain additional details on school facilities, curricula and living conditions. It is also suggested that they draw on the resources of their local libraries and contact any individuals in their communities who may have visited or lived in the countries concerned. Those who will be teaching English as a second language are required to take a special course held in Toronto by the Ontario Department of Education during July. The External Aid Office supplements this course by conducting a series of seminars on the special problems of teaching English as a second language in a developing country. These are chaired by External Aid teachers who have had experience in teaching the subject overseas. Also in July, teacher trainers attend a special refresher course given by Macdonald College of McGill University on the philosophy, techniques and methods of teaching.

The culmination of the briefing takes the form of a general conference held for four days at Macdonald College at the end of August, just before the teachers and their families leave for their assignments. Part of this conference is devoted to lectures and films, but the major emphasis is placed on seminars on various countries, chaired by teachers who have served in the areas concerned. These seminars offer the best opportunity for teachers and their wives to consider in perspective their particular assignments and living conditions abroad. The seminar discussions and the general conference lectures provide teachers with an opportunity to discuss with each other, and with those who have already served abroad, the various points of interest to them. These discussions also help to instill a sense of group participation in the aid programmes.

In order to achieve greater continuity of instructions and permit teachers to make a more effective contribution, the External Aid Office offers contracts for an initial period of two years. A contract may be extended up to five years if funds are available, and if the host government, the teacher, and the External Aid Office are agreed that the assignment should be continued. While serving overseas, a teacher receives a fee based on his Canadian earnings and an allowance designed to compensate for the additional costs incurred as a result of living abroad. This allowance is related to the teacher's fee and the number of his dependents, as well as to the cost of living in the country of his assignment. The



External Aid Office also pays the costs of international transportation for the teacher and his dependents as well as the costs of packing and shipping his personal effects and part of the storage costs for household items left in Canada. When teachers are provincial or federal civil servants, they are normally seconded to the External Aid Office, and the department concerned pays the teacher's salary and allowances subject to reimbursement from aid-programme funds. In this way, the teacher retains his formal connection with his Canadian employer, thus protecting his various entitlements such as superannuation and seniority.

The host government, for its part, provides various elements of local support for Canadian teachers. In a very real sense, educational-assistance programmes are co-operative efforts between the donor and recipient. In particular, local governments supply rent-free or at a nominal rent partly-furnished accommodation, local transportation while on official duty, exemption from local income taxation, and duty-free import privileges for personal effects.

The increase in the size of the Teacher Programme during the last few years is a gratifying indication of the interest of Canadian educators in helping the developing countries with one of their most critical problems. Experience with the Programme since its inception indicates that this is an area in which Canadian capabilities can meet a real need in the developing countries. As a result of the wide variety of social and economic conditions that have moulded educational systems in Canada, Canadian educators have had to adopt a flexible approach to the solution of their problems. Teachers serving under Canada's educational-assistance programmes have brought to their work overseas the same quality of flexibility that is, of course, admirably suited to the complicated educational problems of a developing country.

While it is hoped that there will continue to be some expansion, it is recognized that teachers are in short supply in Canada and it is likely that future growth will be at a more modest rate. Moreover, the ability of the developing countries to make fully effective use of senior teachers from overseas is limited by the stage of development of their educational institutions, which depends in part on the local funds available for expansion and improvement. It might be noted in this general connection that the reports of teachers in the field have been of particular value in planning and implementing the Teacher Programme. In fact, the format of the reports is designed to elicit information from the teachers concerning the amount of progress they have made on their assignments and, specifically, their recommendations are sought as to whether there is a continuing need for Canadian teachers or whether local counterparts are able to take over from them.

### **University Programme**

Developing countries are not, of course, confining their efforts in the field of education to improving primary and secondary school facilities. As more and more students graduate from secondary schools, there is an increased need to establish and expand university facilities, and the developing countries have turned to Canada for assistance.



Canada has, therefore, agreed to provide university personnel under a scheme that may be regarded in the field of higher education as a counterpart to the Teacher Programme. The growth in the number of university staff serving on overseas assignments is reflected in the following table:

*Table "C"*

*University Personnel Serving Abroad  
by Academic Year*

1962 - 1963	—	11
1963 - 1964	—	26
1964 - 1965	—	61
1965 - 1966	—	110 (estimate)

Some professors have been sent abroad on individual contracts or on the basis of secondment from their universities, and others have been provided by their universities as members of a team under general contractual arrangements between the universities and the External Aid Office. Canadians have undertaken such individual assignments as a Professor of Metallurgy at Banaras University in India, Professor of Organic Chemistry, University of Guyana, British Guiana, Professor of Nutrition at the University of Ghana, Professor of Electronics, University of Karachi, Pakistan, and many others. The first team project was undertaken in 1961 by the University of British Columbia, which agreed to help the Universities of Malaya and Singapore by establishing courses in accounting and business administration over a five-year period. Experience with this project, which is now in its final year, has indicated that there are important advantages inherent in this kind of contractual arrangement, which permits a flexibility of operation and a concentration of effort. It is hoped that these projects will lay the foundations for continuing links between Canadian universities and universities in the developing countries. Consequently, other similar projects have been entered into — for example, with the University of Toronto in establishing a Regional Engineering College at Mangalore, India, and with the University of Manitoba in establishing Faculties of Engineering and Agriculture at the University of the North East in Thailand. A major project of this type in French-speaking Africa involves the establishment of the National University of Rwanda at Butare; Canada is providing 23 members to the staff.

Most of the Canadian professors assigned overseas have been pioneering the establishment of new faculties and new courses. It will be appreciated that it requires senior personnel with considerable experience to take on this type of challenging assignment. There are, however, difficulties in recruiting highly qualified university professors because of the rapid expansion in Canada of university facilities and the consequent shortage of staff. This difficulty has been alleviated to some extent by the general contractual arrangements described above whereby



a university assumes responsibility for locating suitable candidates either from its own resources or from another university in Canada. From what has been said, it will be understood that the recruiting and briefing of university professors proceeds on a much more individualistic basis than the recruiting of teachers. Of particular importance are contacts with key people in various university faculties and professional associations, and mention might also be made of the helpful advice and assistance given by government departments, which, in a number of cases, have released members of their staffs to assume overseas university assignments.

The financial and administrative arrangements made for individual university professors parallel those made for teachers. Under the general contractual arrangements made with universities, the responsibility for administration rests with the university and a financial contribution is made by the External Aid Office to cover both the costs of administration as well as of the project itself. In addition, efforts have been made to gear the operation of the programme to the academic year along lines similar to that of the Teacher Programme. This is of importance in the recruitment of university personnel, since it is essential for professors, as well as their universities, to be informed of possible overseas assignments well in advance if the necessary arrangements are to be made for their leave of absence. The duration of the university assignments is somewhat more flexible than those for teachers and the initial period may vary from one to two years; in some cases, where preliminary surveys are required, assignments may be for shorter periods. Regular reports are received from professors on their progress and, in the case of contractual arrangements, there is normally a project director who is responsible for sending reports to the External Aid Office on the operation of the entire project.

#### **Advisers**

Canada also provides technical advisers in virtually every field of economic and social development. The duties of many of these advisers are either directly or indirectly educational in nature. In many instances the assignments involve a degree of counterpart training, though, in some cases, advisers are assigned to operational positions so that vital services or surveys can be carried out while local personnel receive training abroad. At present, there are some 115 Canadian advisers overseas in such fields as taxation, wheat breeding, plant pathology, soil and geological surveying, farm forums, forest inventory, fisheries development, community development, transportation, economics, metallurgical research, neurology, pathology, orthopaedics, nurse training, management training and machine accounting.

Because of the rapidly increasing domestic demand for a relatively small number of well-trained personnel in various fields, some difficulties have been encountered in locating Canadians who are well qualified and willing to undertake assignments abroad. There are, however, a number of fields in which Canadian



capabilities are particularly well suited to meeting requests from developing countries, such as natural resources development, water transport, co-operatives and community development, statistics, and technical education.

Although the financial arrangements made for advisers are similar to those for teachers and university personnel, the administrative aspects of their assignments vary to some extent. For example, they are usually offered initial contracts for a period of up to one year, renewable annually. Their recruiting is a more specialized process because of the highly individual nature of the requests, and bears a closer resemblance to the recruiting of university professors than of teachers. In locating suitable candidates, the External Aid Office has relied heavily on the assistance of consultants in government agencies at all levels, professional associations and private organizations. Also, because advisers leave Canada at various times during the year, their briefing must be undertaken on an individual basis. Nevertheless, as in the case of teachers and university personnel, advisers are provided with copies of reports from Canadian diplomatic missions and those who are serving or have served in the areas concerned. Advisers submit regular reports on their assignments, including a detailed final report containing an assessment of their progress; these reports are normally supplemented with interviews when they return to Canada.

By way of general comment on the work of advisers, teachers, and university personnel, it should be pointed out that many of them who have served overseas have found their assignments one of the most rewarding parts of their career and have felt that they returned to Canada with deeper insights and broader horizons. As a result, Canada derives important benefits from its participation in technical and educational-assistance programmes.

### Conclusion

This article, with a previous one on training programmes<sup>(1)</sup>, has attempted to outline the nature and scope of the Canadian Government's technical and educational assistance programmes. As has been indicated, one of the significant features of these programmes is their substantial growth during recent years. Of perhaps even greater importance, however, are qualitative considerations. Because of the vast needs of the developing countries and the limitations on the availability of resources from all donor countries, including Canada, which can be devoted to technical and educational assistance, it is of critical importance to ensure that projects that are supported will make the maximum contribution to the development of local facilities. As has been described, Canada has tailored its technical and educational programmes with this objective in mind. Mention has been made, for example, of the establishment of group-training programmes specially designed to meet the needs of overseas students, the concentration of the Teacher Programme on teacher trainers and senior teachers who occupy key positions in the

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<sup>(1)</sup>See the April 1965 issue, Page 131.

educational systems of the developing countries, the support given to the establishment of new faculties in overseas universities, and the emphasis given to the counterpart training role of technical advisers. Of particular importance is the priority the External Aid Office has given to supporting composite projects — that is, the building and equipping of schools and colleges, the provision of the initial staff and training in Canada of selected personnel who will later return home to form the senior staff of these institutions. It is along these lines that Canada will, in co-operation with other donor countries, international agencies, and the voluntary organizations whose activities complement official programmes, continue to help with the establishment and expansion of educational institutions capable of playing their full part in the efforts of the developing countries to achieve economic self-sufficiency.

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